DOCUMENT RESUME

ED 444 426 HE 033 161

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TITLE How Is Internationalization Implemented? A Framework for Organizational Practice.
PUB DATE 2000-00-00
NOTE 44p.; For another paper on internationalization by this author, see HE 033 162.
PUB TYPE Information Analyses (070) -- Reports - Descriptive (141)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Change Strategies; College Curriculum; Cultural Exchange; Diversity (Faculty); Diversity (Student); Educational Resources; Evaluation; Faculty Development; Foreign Students; *Global Approach; Higher Education; *International Education; *International Educational Exchange; *International Programs; Leadership; Long Range Planning; Models; Strategic Planning; Student Exchange Programs; Student Personnel Services; *Study Abroad; Teacher Exchange Programs
IDENTIFIERS *Internationalism; Social Events

ABSTRACT

The trend to internationalize has impacted upon most higher education institutions in the United States. This paper offers an organizational framework for understanding and implementing internationalization as an institution-wide process. The first section of the paper discusses and identifies the core characteristics required for all internationalization efforts, including institutional commitment to internationalization; organizational leadership; and having the necessary resources. The next section discusses and offers micro examples of internationalization of three types of on-campus activities: (1) university services (e.g., student services, information technology/management); (2) curriculum development (individual course development, language courses, infusion, area studies, cross-cultural and international courses, and global studies); and (3) social events (cultural activities, cross-cultural discussions, residence hall activities, and student involvement). A final section of the paper looks at the macro perspective of internationalization, exploring four types of relationships: recruitment of international students; increasing study abroad educational opportunities for both students and faculty; having student and faculty exchange programs; and encouraging international collaborative research programs. (Contains 114 references.) (MKA)

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ED 444 426

HOW IS INTERNATIONALIZATION IMPLEMENTED? A FRAMEWORK FOR ORGANIZATIONAL PRACTICE

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How is internationalization implemented? A framework for organizational practice

Abstract

The proposed framework for implementing internationalization draws on, and unifies a wide variety of strategies proposed by international educators. The framework identifies core characteristics required for all internationalization efforts, three arenas of on-campus activities, and four facets of campus-environment interconnections. It represents a conceptualization of internationalization that is ongoing, comprehensive and multifaceted, and is intended to facilitate strategic planning for internationalization of a higher education institution.

HOW IS INTERNATIONALIZATION IMPLEMENTED? A FRAMEWORK FOR ORGANIZATIONAL PRACTICE

The trend to internationalize has impacted most higher education institutions in the USA. Few colleges and universities have remained untouched by the recent trend, and most have incorporated the rhetoric of internationalization in their mission statement (Carroll, 1993). Despite this endorsement, internationalization remains peripheral to the general education process of most higher education institutions (Goodwin & Nacht, 1983; 1991; Lyman, 1995; Van de Water, 1991). As Lyman observes, "Lip service to the need for change is all but universal. But hard thinking on the subject is rarer" (p. 3).

This paper is presented in the context of the gap between the rhetoric and the implementation of internationalization. Its purpose is to offer an organizational framework for understanding and implementing internationalization as an institution-wide process. The framework was created through a review of extant literature on specific strategies of internationalization proposed and adopted among colleges and universities. It is intended to facilitate a view of internationalization that is integral to all facets of the educational process, and thereby to underscore the importance of its implementation by all members of the academic community. The framework also can be used to facilitate strategic planning for internationalization and ongoing organizational evaluation of the process.

Internationalization as an organizational process

The creation of this framework is guided by principles derived from Systems Theory (Katz & Kahn, 1978), and is based on the perspective of a higher education institution as an organizational system. Systems theory entails a view of organizations as "a complex set of interdependent parts that interact to adapt to the constantly changing environment to achieve its goal" (Kreps, 1990, 94). Internationalization, then, is the organizational process that occurs through the interaction of the interdependent system parts

as the higher education institutions responds to its international environment. Derived from the work of Albrow (1990) and Harari (1992; Harari & Reiff, 1993), internationalization is defined for the purposes of this paper as an educational process that acknowledges and reflects an international context of knowledge and practice where societies are viewed as subsystems of a larger, inclusive world. Three facets of internationalization are highlighted: internationalization as a) an ongoing, adaptive process b) a comprehensive, university-wide process, and c) a multifaceted process.

According to Katz and Kahn (1978), "Social organizations are flagrantly open systems in that the input of energies and the conversion output into further energic input consist of transactions between the organization and its environment" (p. 20). This organization-environment interconnection is illustrated in two ways. First, internationalization is conceptualized as an educational institution's adaptation to the changes in an increasingly global and interdependent environment. Although the framework specifies several ways in which such adaptation is possible, such strategies are necessary grounded in the institution's rationale for internationalization. Four rationales are presented in this paper, and educators are encouraged to identify the nature of the desired interconnection between an organization and its global environment, prior to adopting any of the strategies presented. Second, the framework presents inputs that are integral to all internationalization efforts, as well as strategies that require interchange between the organization and its environment, further underscoring the organization-environment interconnection. The inputs are identified as core characteristics that are required to engage in efforts undertaken within the institution (efforts undertaken from a micro perspective of campus internationalization) as well as across institutional boundaries (efforts undertaken from a macro perspective of campus internationalization.)

Through a focus on diverse efforts that could facilitate internationalization, the framework endorses the widely held perspective that internationalization is both a comprehensive and a multifaceted process (Arum & Van de Water, 1992; Cavusgil, 1993;

Harari & Reiff, 1993; Tonkin & Edwards, 1981). It emphasizes the fact that internationalization is an organization-wide undertaking by highlighting three intra-organizational strands for such efforts: services, curriculum, and social events. These strands typically are undertaken by diverse organizational units. Often the implementation of such efforts requires interdependence between such units. The wide range of efforts described also suggests that internationalization can be implemented in multiple ways. This framework offers both a variety of options for implementing internationalization, and underscores the importance for internationalization to be implemented in diverse ways.

Why internationalize?

Four distinct (though not mutually exclusive) rationales have framed the need for internationalization: world peace, success in international competition, global knowledge, and global cooperation. Underlying all of these rationales are two common concerns. They are the international interdependence of the USA, and the lack of global awareness among its citizens (Powell, 1966; Rahman & Kopp, 1992; Tonkin & Edwards, 1981).

World peace emerged as a rationale for the internationalization of education in the aftermath of the World Wars but its significance is currently being re-emphasized internationally (Calleja, 1995; Lynch, 1992; Saliba, 1995). The importance of education in the pursuit of peace is based on the assumption that "War begins in the minds of men" [sic] (Smith, 1994, p. 3) and "Ideas, not armaments will shape our lasting prospects for peace (Johnson, 1966, p. 17).

Two types of competition have underlied internationalization efforts: political competition, characterized by the Cold War, and economic competition. The competitive rationale emphasizes the need for internationalization efforts to result in national dominance in the global political or economic arena. Such rationales lay at the basis of educational funding for curricular initiatives through Title VI of the National Defense Education Act, and the establishment of Centers for International Business Education Research (CIBERs)

sponsored by the Omnibus Trade and Competitiveness Act (see Kedia, 1993; Tonkin & Edwards, 1981). Economic competition has been a central (though not necessarily the only) concern for internationalization efforts undertaken in business education (Cavusgil, 1993; Elashmawi & Harris, 1993; Harris & Moran, 1991; Moran & Stripp, 1991; Nehrt, 1987; 1993).

A third rationale, global knowledge, draws attention to the need for internationalization for professional success and global competence. Two concerns are central to this rationale: the fact that education not undertaken from a global perspective is necessarily limited (Albrow, 1990; Cavusgil, 1993; Gudykunst & Ting Toomey, 1988), and the low levels of global awareness among young US adults (Lambert, 1989; Rahman & Kopp, 1992). As Powell noted in 1966, "The time has come for schools, colleges and universities in the US to realize the importance of international dimensions which education must embrace. No field of intellectual activity should escape the tests of completeness and validity by restriction to the narrow, provincial or chauvinistic confines of interests and experiences of only a segment of the human race" (p. xi).

Internationalization for global cooperation underscores the desired relationship among nations in a globally interdependent world. Two needs are addressed in this rationale. These are a) the pragmatic needs of individuals and institutions brought about by global technological interconnections, increased international travel for professional and personal reasons and global trade and b) democratic needs which emphasize global citizenship and partnership in the resolution of global problems such as environmental pollution, hunger, disease, and terrorism (Dunlop, 1984; Harding, 1993; Merkur'er, 1991; Pietila, 1984; Tonkin & Edwards, 1981).

An education institution's goals for internationalization typically are rooted in one of these rationales. It is important for educators to articulate such rationales for internationalization (i.e. <u>why</u> it is undertaken) and the goals for internationalization (<u>what</u> is

to be achieved), prior to utilizing this framework to identify strategies for implementation (how it is to be achieved).

A framework for internationalization

Although several scholars have emphasized the multifaceted nature of internationalization, current work tends to be limited to "lists" of activities to be undertaken (see Harari & Reiff, 1993; Tonkin & Edwards, 1981), or present implementation categories that either mask the range of potential effort or blur the distinctions between the necessary inputs, the process, and the desired outcomes of internationalization. In identifying an array of on-campus activities, this framework extends categories such as "International Studies" (Arum & Van de Water, 1992) or "Programs" (Davies, 1992), and integrates the range of internationalization strategies identified by a large number of educators into a unified model.

The proposed framework consists of three facets represented by three embedded rings (see figure 1). The innermost ring represents four core characteristics considered to be requisites for internationalization efforts: commitment to internationalization, organizational leadership, availability of resources, and ongoing evaluation. The second ring represents efforts undertaken from a micro perspective and focuses on the campus as the context of activity. The efforts discussed within this perspective are those that draw on in-campus resources and are undertaken within the organizational structure of the institution. The outer ring, representing the macro perspective, includes efforts that entail the movement of resources, or interdependence across the boundaries of the institution.

Core characteristics

Commitment to Internationalization

Several educators identify commitment to internationalization as a key ingredient to the process (Cavusgil, 1993; Harari, 1992; Harari & Reiff, 1993; Fransson, 1985; Kurtz,

1981; Rahman and Kopp 1992). Harari and Reiff (1993) note that commitment should be "visible" and vocal", and recommend that internationalization should be an integral facet of the mission statement of institutions. According to Davies (1992) and Rhodes (1990), the mission statement should emphasize the rationale for and the scope of internationalization. Kuhlman (1992) and Kurtz (1981) point out the need for clarity in the purpose, rationale and admission policies involved in the process of internationalization. Cavusgil (1993) observes that administrative commitment should be manifested in the development of an administrative strategy and agenda for internationalization (see also Harari & Reiff, 1993; Schechter, 1993). Several facets of the strategic plan are stressed: an assessment of international and external environments, potential sources of support, identification of new opportunities, guidelines for setting priorities, and methods for documenting internationalization process (Davies, 1992; Downs, 1995; Scott, 1993).

Organizational Leadership

Many educators identify leadership as a crucial factor in successful internationalization (Downs, 1995; Goodwin & Nacht, 1983; 1991; Marvel, 1965; Nehrt, 1993). Harari and Reiff (1993) note that "Strong leadership amplifies each small success and helps to build momentum ... Much can be accomplished without or with very little funding through real leadership and a consensus building process" (p. 17). The leadership roles of several senior administrators are seen as critical to the success of internationalization. They are the university President, Provost or Vice President for Academic Affairs, and Deans (Cavusgil, 1993; Fransson, 1985; Freysinger, 1993; Goodwin & Nacht, 1991; Harari, 1992; Kedia, 1993; Tonkin & Edwards, 1981). Goodwin and Nacht (1991) emphasize the crucial role played by presidents and provosts in initiating and encouraging faculty interest in international travel, articulating the importance of internationalization to the educational mission of the institution, raising funds for international travel opportunities, and diversifying the range of countries and academic

departments involved in international travel. Others note the importance of the dean in making hiring decisions that favor internationalization (Cavusgil, 1993; Kedia, 1993; Tonkin & Edwards, 1981). Goodwin and Nacht (1991) and Cavusgil believe administrators who have had international experience are more likely to support internationalization efforts. Fransson (1985) points out that organizational leadership entails the ability to go beyond existing structures of operation. Many universities have created an administrative leadership position as an integral part of its internationalization strategy (Downs, 1995; Education and World Affairs, 1965).

Availability of Resources

Both financial and human resources are necessary for successful internationalization. Several educators regard funding as the most significant challenge to internationalization activity (Freysinger, 1993; Rhodes, 1990; Steglitz, 1988). Funding becomes even more crucial in the context of organizational change and innovation, as is the case with the process of internationalization (Cavusgil, 1993). Tonkin and Edwards (1981) and Harries (1994) point out that internationalization will entail the reorganization of funding priorities by universities.

While several international educators have indicated it takes all members of the academic community to provide the human resources necessary for internationalization, faculty members have been deemed the most crucial players in the internationalization process (Carter, 1992; Downs, 1995; Harari, 1992; Harari & Reiff, 1993; Marvel, 1965; Tonkin & Edwards, 1981). However, Goodwin and Nacht (1991) found that many faculty members who have international expertise or interests are underutilized within the university. The lack of rewards for faculty involvement in international affairs, and organizational processes that inhibit international involvement also preclude the participation of many faculty members in the internationalization process (Goodwin &

Nacht, 1991; Harari & Reiff, 1993). These weaknesses will have to be addressed if internationalization is to progress in this area.

In order to participate in internationalization efforts, many faculty members will need to develop further expertise in the area. Several strategies to internationalize the faculty have been suggested. These include workshops on international issues, incentives (time and/or money) for curriculum development, the study of a foreign language and culture, and opportunities to teach abroad and for involvement in extra-curricular international activities (Carter, 1992; Hamilton, 1993; Slonaker, 1992; Toyne, 1993).

Also underutilized as an educational resource are international students (Kuhlman, 1992; Reiff & Kidd, 1986; Tonkin & Edwards, 1981). Practically all international educators agree that international students are an important component of the internationalization effort. But, as Harari (1992) points out, "Having many international students on campus doesn't make it internationalized" (p. 75). Kuhlman emphasizes the necessity to encourage opportunities for international students to be educational resources on the campus and in the community. International students can serve as educational resources in classroom discussions, as counselors for study abroad, as guest speakers on culture-specific topics and as organizers of cross cultural events (Marion, 1986; Mestenhauser, 1981; Reiff & Kidd, 1986; Schechter, 1993; Spees & Spees, 1986).

Internationalization efforts should entail the provision of opportunities for all current members of the academic community to become globally literate and cross culturally sensitive. Professional development workshops, funding of attendance at national and international conferences, and the active recruitment of internationally oriented personnel will facilitate the internationalization process.

Ongoing Evaluation of Organizational Process

An important facet of the process of internationalization is the evaluation of its ongoing efforts (Davies, 1992; Harari & Reiff, 1993; Schechter, 1993). Several

interrelated concerns have been identified as important parts of this process. These include the identification of strengths and weaknesses of the internationalization process (Davies, 1992), the assessment of the nature of current progress and the articulation of future goals (Schechter, 1993), and the examination of the cultural balance in the international student and faculty body (Kuhlman, 1992), in curriculum focus (Harari, 1992; Lambert, 1989; Tonkin & Edwards, 1981), and in study abroad and collaboration sites (Lambert, 1989). Also underscored is the necessity to match organizational rhetoric with organizational action. In interviews with 40 college presidents, Lambert (1989) found that despite their overwhelming affirmation of the need to educate students to function in an increasingly internationalized environment, they were unable to articulate what this education should be (see also Goodwin & Nacht, 1983). The inability to articulate this purpose makes the evaluation of progress tenuous.

Micro Perspective of Internationalization

Efforts included within the micro perspective of internationalization are those that are undertaken within the context of the university. These activities pertain to three different areas of the educational process internal to the university: university services, curriculum, and social events.

Internationalization of University Services

The internationalization of university services include services specific to international students, general students, and information access and management. The services specific to international students address needs that are unique to international students. These are typically provided by International Student Services offices. Many of the internationalization efforts in educational institutions are implemented by such organizational units. The second area, general student services, addresses those aspects of student needs pertinent to all students. The internationalization of such services entail the

successful provision of such services to students of diverse cultural backgrounds. The third type of service, information access and management services, are not student-specific, but are services provided to all members of the institution. These services enable the successful access, storage and sharing of information about and with the global context in which teaching and research take place.

International Students Services

The enrollment of international students in the USA has necessitated the provision of adequate support services to these students during their sojourn. The National Association of Foreign Student Affairs: Association of International Educators (NAFSA) indicate that the "basic level of services" should include pre-arrival information and assistance, orientation activities, ongoing advisory services, advocacy and intervention, and the development of programs that enhance interaction among students and members of the academic community (Kuhlman, 1992, p. 25). Pre-arrival information can be facilitated in a variety of ways. Programs or information on a variety of topics pertaining to life in the USA can be offered by agencies (governmental, private institutions or alumni groups) in the home country, or by the US institution, through a variety of multilingual media including printed information packets, brochures, videos, twenty four hour message systems, electronic mail, and the World Wide Web.

Orientation for incoming international students is one of the most common forms of international students services offered on campuses. It typically includes immigration information, introduction to university requirements and services, and an introduction to the community with a focus on cross cultural differences (Steglitz,1988). Mestenhauser (1988) strongly advocates academic and discipline-specific orientation for international students and recommends the inclusion of faculty members in international student orientation. The importance of having orientation for student spouses and families also has been emphasized (Bowman, 1995; Clark & Pyle, 1986; Kuhlman, 1988; Schoorman,

1995). In addition, several educators point out the need for re-entry orientation for returning international students in order to address the sociocultural impact of re-entry and the professional adaptation of a foreign education to the local context (Foust, 1981; Lee, Abd-Ella & Burks 1981; Limbird, 1988).

The ongoing advising services unique to international students include immigration advising, cross cultural counseling, social and cultural adaptation, and preparation for departure and return (Cadman, 1988; Foust, 1981; Kuhlman, 1992; Reiff & Kidd, 1986). The counseling of international students should be designed to overcome culture shock and homesickness, understand cultural differences between the social norms of their home country and the US, adapt to the US education system, and readjust to the lifestyle and professions in their native country following their sojourn (Bulthius, 1986; Cadieux & Wehrly, 1986; Foust, 1981; Kuhlman, 1992; Mestenhauser, 1988; Spees & Spees, 1986). The importance of family counseling also is emphasized, particularly in the context of rising incidents of domestic abuse within this population (Clark & Pyle, 1986; Smart, 1993).

The Association of International Education Administrators (AIEA) guidelines for International Education at US Colleges and Universities specifies the need for "The existence of a professional staff in order to provide the requisite support services" for international students (Kuhlman, 1992, p. 24). The manner in which these services are provided vary among colleges and universities. In some institutions the services to international students are provided exclusively by an organizational unit while in others, the services that are not unique to international students are integrated into the standard operating procedures of the university. One of the implications for the integration of such services is the need to ensure that all students have access to university services, regardless of their national origin.

Student Services

The provision of adequate services to international students does not preclude those aspects of student support needed by all students. Internationalization emphasizes the need for all students to have access to the services and opportunities deemed necessary for educational progress. Student services typically available on most campuses should be adapted to all students, regardless of national origin. These include tutoring, mentoring, and counseling (Cadieux & Wehrly, 1986; Horner & Vandersluis, 1981; Kuhlman, 1992; Reiff & Kidd, 1986; Spees & Spees, 1986). Central to the effective internationalization of these services is the manner in which the professional is able to address the cross cultural dynamic of the relationship (Cadieux & Wehrly, 1986; Horner & Vandersluis, 1981; Lee & Richardson, 1991). Reiterating the finding of several studies, Cadieux and Wehrly (1986) point out, "Counseling, as practiced in many higher education counseling centers in the United States, is very western in orientation and not always geared to understanding the needs of non-western students" (p. 58). They also emphasize the crucial role played by faculty members as academic advisors in students' academic adaptation.

In a national survey of students from developing nations, Lee, Abd-Ella and Burks (1981) found that adequate funding was the most important need of international students in the USA. The researchers also found that international students with assistantships had significantly more satisfying experiences in the USA. These researchers recommend the channeling of funds from a variety of agencies directly into the departments with high enrollment of international students.

Information Access and Management Services

This facet of educational services draws attention to the educational context where global networking is an everyday reality. That is, adequate technological facilities and the ability to optimally use them are integral facets of the internationalization process of a higher education institution and are gaining increased attention in higher education

institutions (Branscomb, 1995; Collins, 1995; Friedrich, 1995; Muller, 1995). Branscomb suggests, "Technology promises an accelerated globalization of scholarship and learning" (p. 82). However, the author also notes that while universities are the first to create technology they are often the last to use it.

Collins (1995) believes that the potential for the globalization of knowledge through technology can only be realized through the "effective management of the international flow of intellectual capital" (p. 67). The access to and management of international knowledge also involves the university's libraries, audio visual resource centers and bookstores. According to Tonkin and Edwards (1981), "Even the smallest and least pretentious library should keep some holdings in languages taught or used at the institution, and major works relating to all foreign areas should be available, whether or not there are courses in these areas on campus" (p. 186).

Curricular Development

The second major area of efforts undertaken within the institutional context, curriculum development, is explored in terms of individual curriculum designs, the overall impact of internationalized curricula on the institution, and international research. The focus on designs provides insight on the diverse ways in which international knowledge can be generated, while the program focus draws attention to the place of internationalized curricula in the context of the overall program of study.

Individual Course Designs

Five types of individual course designs in International Education are identified: a) language courses, b) the infusion of international concepts into discipline-specific courses, c) single-nation or area focus d) cross cultural/ international perspectives, and e) global studies. As Lambert (1989) reports, there is a wide range and number of courses pertinent to international studies offered at universities and colleges. While five types of course

designs are examined in this section, a sixth design, the experience-based course which is exemplified by study abroad experiences, will be discussed related to the third, more external section of this framework. It should also be noted that these course designs could pertain to individual foci and independent implementation, or could be designed as interdisciplinary ventures and implemented jointly by several parties.

Languages courses.

Two types of languages courses are salient to this aspect of internationalization: foreign languages courses and English as a Second Language (ESL) courses. Foreign languages courses are central to most efforts to internationalize higher education curriculum (Amstutz, 1991; Devine, 1993; Hamilton, 1993; Lambert, 1989). Although foreign languages courses make up the bulk of international oriented instruction on most campuses, only 44% of university undergraduates take any language course, and 80% of the total foreign language enrollments were in three dominant languages: French, German and Spanish (Lambert, 1989). The internationalization of education at a higher educational institution will need to include the availability of diverse foreign language courses, as well as a strong encouragement of students to acquire such skills (Lambert, 1989).

English as a Second Language (ESL) courses serve two general functions in the university. First, they address the English proficiency needs of incoming international students. ESL courses are an important facet of education in a context where there is a high presence of international students who are non-native speakers of the language. Second, ESL courses are a response to the "international TA problem" faced by US undergraduates (Bailey, 1984; Fox, 1991). Many ESL courses have been designed to facilitate classroom communication skills of international teaching assistants (ITAs) (Bailey, Pialorsi & Zukowski/Faust, 1984). Where ITAs are the primary focus of the ESL course, a key component is the collaboration of ITAs with US undergraduates (Fox, 1991; Fox & Gay, 1994).

Infusion.

The courses included for discussion in this category are those that are organized around discipline-specific topics which are explored through the infusion of international content (Arpan, 1993; Kwok, 1993; Nehrt, 1987; Schechter, 1993). Such course designs typically include the use of international case studies to understand the varying international applications of the concepts and principles being discussed. Infusion is particularly useful in contexts where the modification of existing courses is more feasible than the creation of new ones.

Area studies courses.

This descriptor is derived from the title of the program area popular in international education, but is used in this context to describe a single course design. These are courses that focus on one culture or region of the world. Many of the courses offered in an Area Studies program fall into this category of single course designs. Lambert (1989) notes that this is a dominant mode of organizing teaching materials, with two thirds of the international-oriented courses in an educational institution directed towards a single region or country, the majority of which pertain to Western Europe. While the area focus design might not be favored by many universities, primarily because of organizational and funding concerns, such courses provide the opportunity for more meaningful and in-depth exploration of international issues and cultures (Arpan, 1993).

Cross cultural or international courses.

The courses included in this category are those that view international difference as the primary organizational frame within which to examine discipline-specific topics. The adjectives "international", "cross cultural" or "comparative" usually are included in the titles of these courses and they typically focus on multiple cultural perspectives (Arpan, 1993). Included in this category are courses pertinent to the areas of cross cultural communication

(Gudykunst & Ting Toomey, 1988; Samovar & Porter, 1991), comparative education (Adams, 1966; Eckstein & Noah, 1992) and international business (Adler, 1991; Elashmawi & Harris, 1993). Such courses often are offered as international electives within a departmental program.

Global studies.

This category pertains to all those courses designed to focus on international themes: for example world peace, global hunger, nuclear disarmament, poverty, and environmental concerns (Calleja, 1995; Dunlop, 1984; Lynch, 1992; Pietila, 1984). In these course the focus is not on cultural/national differences but on issues and concerns held in common by all nations. Often these courses are interdisciplinary (Tonkin & Edwards, 1981). Lambert (1989) notes that global studies courses are more popular in two year colleges than in four year institutions.

Curricular Impact

While the design of courses is an integral facet of the internationalization of curriculum, it is also important to examine the scope of internationalization desired by the availability of such courses. The purpose of this section is to examine international curriculum development in terms of its significance or potential significance in the overall curriculum of a department or program area. Five dimensions along which this impact can be examined are presented: a) the reactive - proactive nature of the courses, b) the additive - comprehensive nature of the courses, c) the exclusive - inclusive nature of the courses, d) the required - optional nature of the courses, and e) the reproductive - transformatory nature of the courses.

Reactive - Proactive.

The reactive-proactive dimension focuses on the impetus for internationalization at a given institution. Is internationalization a reactive effort, necessitated by contextual constraints, or is it the result of the anticipated post-graduation, professional needs of the students? Reactive efforts are viewed as activities aimed at addressing specific needs, usually at a point where the avoidance of such activity has become difficult. Internationalization to fulfill standards for accreditation, or the training of international teaching assistants in response to student complaints are seen as reactive efforts (Bailey, 1984; Nehrt, 1993). In contrast to the reactive approach, several educators have underscored the need to be proactive and future-oriented in curriculum planning (Calleja, 1995; Cavusgil, 1993; Goodwin & Nacht, 1991; Saliba, 1995). They tend to focus on broader, global needs, rather than institution-specific needs in their advocacy for internationalization.

Additive - Comprehensive.

Harari (1992) argued that internationalization requires "more than adding a course here and a course there" (p. 54). Many multicultural educators have referred to such a strategy as an "additive" approach (Banks, 1993; Sleeter & Grant, 1994). Harari pointed out that the repackaging of old courses to include an international component, or the creation of a single international course within an entire program area is inadequate. Davies (1992) noted that this approach to internationalization was ad hoc and unsystematic. Such efforts merely reflect "tokenism". Tokenism also is manifested in the range of cultures represented in the internationalization efforts. By comparison the comprehensive aspect of this dimension emphasizes that internationalization should not be exemplified in a few "additional" courses to the curriculum, but should be applicable to a wide range of courses and a greater representation of nations (Harari, 1992; Hayward, 1995; Lambert, 1989; 1995; Tonkin & Edwards, 1981).

Exclusive - Inclusive.

This dimension pertains to the curricular domains in which internationalization efforts are undertaken. A perspective of internationalization as exclusive is attributed to those efforts that locate internationalization in particular disciplines (e.g. the liberal arts but not the "hard sciences") or in particular program areas (e.g. strategic management rather than accounting; see Lambert, 1989; Tonkin & Edwards, 1981). According to Lambert, about half of the "international" courses in four year higher education institutions are offered in two disciplines: history and literature. Internationalization that is inclusive will entail the internationalization of curriculum within all academic fields. This often is implemented through the creation of interdisciplinary courses (Devine, 1993; Jarvis, 1993; Lambert, 1989).

Elective - Required.

The central concern of this curricular dimension is not whether international courses should be required or not, but the means by which a department can provide international awareness for all of its students. For most students, an education that includes international issues is optional (Lambert, 1989). This also means that many students graduate with a minimal awareness of international issues. Currently, the primary way of ensuring students' international awareness is through curricular requirements. In institutions where courses that foster an international perspective are required, they are typically confined to general education requirements, rather than to disciple-specific requirements. Lambert (1989) noted the need for the institutionalization of international studies within disciplines through the offering of international minors or majors.

Reproductive - Transformatory.

This dimension focuses on the goals of internationalization. The reproductive approach emphasizes the acquisition of knowledge in order to succeed within the status quo

(see also Pinar, Reynolds, Slattery & Taubman, 1995; Sleeter and Grant, 1994) and often involves pragmatic goals for internationalization. Such efforts typically are reactive. A transformatory view advocates a perspective of internationalization that attempts to make changes in existing social structures through education. Based on the democratic reasons for engaging in internationalization, the transformatory perspective is proactive, and pertains to the transformation of existing social conditions and inequitable social structures (Calleja, 1995; Pietila, 1984). This perspective is exemplified in many global studies courses.

International Research

While the discussion of the internationalization of curriculum has focused on the development of courses, the importance of internationalization in research practices should not be under emphasized. As Tonkin and Edwards (1981) point out, "The whole academic community is probably insufficiently tuned to research in other countries and we are all guilty of laziness in this respect" (p. 186). Viewed from a micro perspective, international research would involve the use of international data bases, a focus of the international applicability of research findings and the incorporation of international theoretical perspectives in research undertakings (Gudykunst & Ting Toomey, 1988; Tiryakian 1990). Efforts in international research undertaken from a macro perspective, which entail international collaboration, will be discussed later in this paper.

Internationalization of Social Events

One of the important features of an internationalized campus is its social atmosphere. There are two desired outcomes of internationalization efforts with regard to social atmosphere: students of all cultures should feel welcome, and positive intercultural communication and intermingling should be a norm. This means that all administrators, faculty and students would be aware and appreciative of the cultural diversity of the

campus, and actively pursue opportunities for continued interaction. The efforts discussed in this section exemplify efforts that facilitate the maintenance of cultural uniqueness and positive self awareness, and efforts that facilitate cross cultural integration through interaction.

Cultural Activities

One of the most common means of facilitating intra-cultural activities is the formation of student organizations by nation groups. These activities facilitate the maintenance of cultural traditions and are especially appropriate in institutions with high numbers of international students. On some campuses International Clubs have facilitated cross cultural communication between nations while affording opportunities for support to students in coping with transitional difficulties (Reiff & Kidd, 1986; Spees & Spees, 1986).

The most common method of facilitating cross cultural integration is through the organization of cultural activities on the campus such as international food fairs, dances, plays, film festivals, music recitals and poetry readings (Reiff & Kidd, 1986; Tonkin & Edwards, 1981). Often these are organized by the national or international students groups, but are offered to the entire campus community. Cross cultural integration also could be facilitated through campus social events that focused on cross cultural unity, for example, the celebration of "Unity Week" or through international friendship programs (Kahn, 1991; Reiff & Kidd, 1986).

Cross Cultural Discussion

Too often cross cultural activities are limited to "exotic" and relatively superficial events. A key factor in true cross cultural understanding is the opportunity for open and frank discussion in order to forge lasting personal and political relationships (Kahn, 1991; Quicke, 1991). This discussion also could be facilitated through convocations, symposia,

forums, or even through social action theater (Kahn, 1991; Reiff & Kidd, 1986). These activities can be especially useful in the context of significant international events (e.g. the Gulf War; political upheaval in Rwanda) where the nature and impact of such events can be explored from multiple perspectives.

Residence Hall Activities

Cross cultural integration among international and domestic students also can be facilitated through residential arrangements. International Houses, or dormitories for international students offer opportunities for intra-cultural as well as cross-cultural support to visiting students, however, educators also caution against potential "ghettoization" of international students (Downs, 1995; Tonkin & Edwards, 1981). Efforts to create a cross culturally sensitive and open climate within residence units include guest speakers on international issues, films, discussion sessions, pairing students up with cross cultural "buddies" to facilitate cross cultural transition and friendship, the provision of culturally appropriate meal plans, and the presence of culturally competent and sensitive Resident Assistants (Spees & Spees, 1986; Tonkin & Edwards, 1981; VanBebber, 1991).

Student Involvement

Another facet of the social integration desired of internationalization is the involvement of students of diverse cultural backgrounds in mainstream campus activities. Opportunities to participate in student government organizations, involvement in the campus media, and employment as Resident Hall advisors or student counselors increase opportunities for greater international awareness and cross cultural appreciation of all members of the campus. As Kahn (1991) noted, building up such cooperative networks was necessary "not only for the college, but for the world. If it cannot be achieved on the college, it cannot be achieved anywhere" (p. 38).

Macro Perspective of Internationalization

The activities described in this section are those that involve the human or intellectual interchange between the educational institution and its international environment. Four types of relationships are explored: 1) efforts to increase diversity through the input of human resources from the international context; 2) the export of human resources from the institution into the international context; 3) the exchange of human resources between the international context and the local institution; and 4) the collaboration of resources across institutional boundaries.

Increasing Diversity

For most international educators in the USA, the presence of international students has become an inevitable facet of campus life, and hence an integral part of the institution's internationalization effort (Altbach, 1991; Carroll, 1993; Lambert, 1995). The proportion of international students on a campus varies by types of institutions. Current trends in international admissions reflect an overwhelming representation of Asians, a predominance of students from affluent backgrounds, more men, and, at many research institutions, a disproportionate representation of graduate students over undergraduates (Altbach, 1991; Desruisseaux, 1994; Lambert, 1995; Wagner & Schnitzer, 1991). While all institutions do not reflect national trends, in order to facilitate ongoing internationalization, future admissions efforts should attempt to achieve a better balance in representation on a variety of dimensions.

According to Desruisseaux (1994), the increase in the number of international students could be attributed to increased recruiting efforts of educational institutions. These efforts range from overseas recruiting tours organized by university-sponsored recruiting offices to informal referrals from satisfied former students. Although 65% of international students are personally funded, the availability of scholarships (e.g.: the Fulbright) offer both students and scholars further incentive to visit the US.

Efforts in increasing the international presence also include an increase in the hiring of faculty members and administrators from diverse backgrounds (Goodwin & Nacht, 1991; Katz, 1989; Tonkin & Edwards, 1981). The necessity for increased diversity among faculty members is often a correlate of the increased diversity of the student population. International students will inevitably need an advisor who will facilitate the student's academic and social adaptation process, as well as guide academic pursuits in areas of international interest relevant to the student's background.

International Education

The term international education is used here to refer to educational experiences that occur in nations other than the learner's home country.

Study Abroad

Study abroad is one of the more popular means of internationalization offered on campuses. Study abroad programs offered by educational institutions vary by duration of stay (Lambert, 1989; 1995), program structure (Tonkin & Edwards, 1981) and type of cross cultural exposure offered (Goodwin & Nacht, 1988). Current trends indicate that approximately 5% of all US baccalaureate students participate in study abroad programs (compared to the 10% targeted by European Action Schemes for the Mobility of University Students). Over a third of study abroad programs are located in Great Britain, while 50% are located in other parts of Western Europe. Students from Engineering, Natural Sciences, and Business are underrepresented in study abroad programs (Lambert, 1989; 1995).

Lambert (1989) points out that ongoing internationalization efforts, with regard to study abroad programs, should entail the broadening of the current geographical base of study abroad programs, the inclusion of students from all academic fields, and a greater articluation in the curriculum between study abroad programs and other aspects of a participating student's coursework. Lambert also notes that the success of study abroad at

an individual institution depends on the establishment of a study abroad office, the ability to transfer credit between institutions, and the opportunities for funding available for study abroad participants. While the focus of study abroad programs typically has been on undergraduate students, recent efforts to internationalize include graduate level internships in other countries.

Faculty Development

The international experience and awareness of faculty members also is crucial to the internationalization of higher education (Carter, 1992; Fransson, 1985; Goodwin and Nacht, 1991; Tonkin and Edwards, 1981). While faculty development is considered important by most senior administrators in a higher education institution, international experience rarely is included as a significant facet of such development (Goodwin & Nacht, 1991). Although several national agencies have funded faculty travel, internationalization of faculty development has been supported primarily through the Fulbright program. In 1991 it supported travel for over 1,000 faculty members to 120 nations.

In their study of 38 institutions, Goodwin and Nacht (1991) identified several positive outcomes for international experience for faculty members. These included a greater awareness and appreciation for US. culture, an expansion in knowledge bases, an expansion in research interests and data sources, an infusion of international content into the curriculum, and a heightened sensitivity to the needs of international students in the USA. Yet, for many faculty members these experiences came at considerable costs in the form of personal expenditure, family complications, a decrease in income, and being overlooked or adversely affected in decisions on rewards or tenure. Although prolonged overseas stays are of greater educational benefit, support of faculty development is also provided through short term travel grants which allow faculty members to participate in international conferences.

Administrator and Staff development

Administrator and staff development is included in this framework primarily to underscore its exclusion from existent internationalization efforts. Although international travel is deemed important for students and faculty members, its utility for members in administrative and staff positions is by and large unacknowledged. It would seem logical to assume that support for internationalization would be greater among administrators who have themselves had international experience. Similarly, the benefits of international experience for librarians or counselors (and other non-faculty employees) should not be ignored.

Student and faculty exchange

This practice allows the institution to fulfill two purposes. It offers all members of the organization the opportunity to learn from international students and scholars while supporting the efforts of some students and scholars to learn in a foreign context. The exchange experience allows for the maximum amount of "cross cultural exposure" offered the US students while attempting to rectify the uneven participation that characterizes international education (Wagner & Schnitzer, 1991). Unfortunately, recent budgetary concerns have undermined the sources of funding that have traditionally supported international exchanges (Rubin, 1995).

International Networking

As Wagner and Schnitzer (1991) point out, exchange programs can lead to collaborative research programs undertaken on a bilateral or multilateral basis. Two forms of international networking are practiced among higher education institutions: collaborative efforts that allow organizational members to remain within their countries but network internationally, and those programs of study that require organizational members to visit one or more countries. Often, both forms of collaboration work in tandem. The

collaborative efforts that do not require international travel inherently necessitate administrative support with regard to technological accessibility (Harari, 1992; Wagner & Schnitzer, 1991). Merkur'er (1991) outlines several ways in which international collaboration can take place: publishing projects such as the joint authorship of textbooks or articles, joint research labs and research projects, as well as the organization of and presentation at international conferences and symposia.

Many of these collaborative efforts are research-oriented.

The second form of international networking tends to have a greater pedagogical focus. These are programs of study that are created through the collaboration of two or more universities in different countries. The students enrolled in the program are multinational, representing the nations of the collaborating universities. The curriculum is divided into modules. A module is taught in a different participating country requiring the students to participate as visitors and as hosts at different stages of the course (Imac Executive, 1997).

Using the framework

The framework was created to serve as a 'menu of options' for organizational members engaged in strategic planning for internationalization. It identifies the scope of internationalization that could be undertaken within higher education institutions, thereby enabling the identification of the strengths and weaknesses of current organizational efforts, and short- and long-term goals to be undertaken. The presentation of efforts as a comprehensive organization-wide process also draws attention to the potential for intra-organizational collaboration among diverse contexts within the university, as well as the need for articulation and bridging of purpose between the micro and macro efforts.

Although the range of internationalization activities is presented as a comprehensive organizational process, this should not be viewed as a prescriptive model for

internationalization: the choice of strategies will depend on the contextual needs of and the resources available at each individual institution. Neither should the framework serve as a check list for internationalization. It only identifies the breadth of efforts that could be undertaken but it does not indicate the desired quality of such efforts. For instance, the presence of international students or faculty, or the availability of international library materials do not guarantee that the goals of internationalization are being met. For this reason, it is important that ongoing evaluation be an integral part of all internationalization efforts.

As a menu of options, this framework identifies basic requirements for all internationalization efforts, general arenas of the university context in which internationalization activities could be implemented, and a variety of specific activities that could be undertaken within each general arena. The conceptualization of internationalization inherent in this framework is one of an ongoing, comprehensive and multifaceted organizational process. It is intended that this conceptualization will contribute to a systematically designed educational experience which will enable all future graduates to be both responsible and successful in a globally interdependent society.

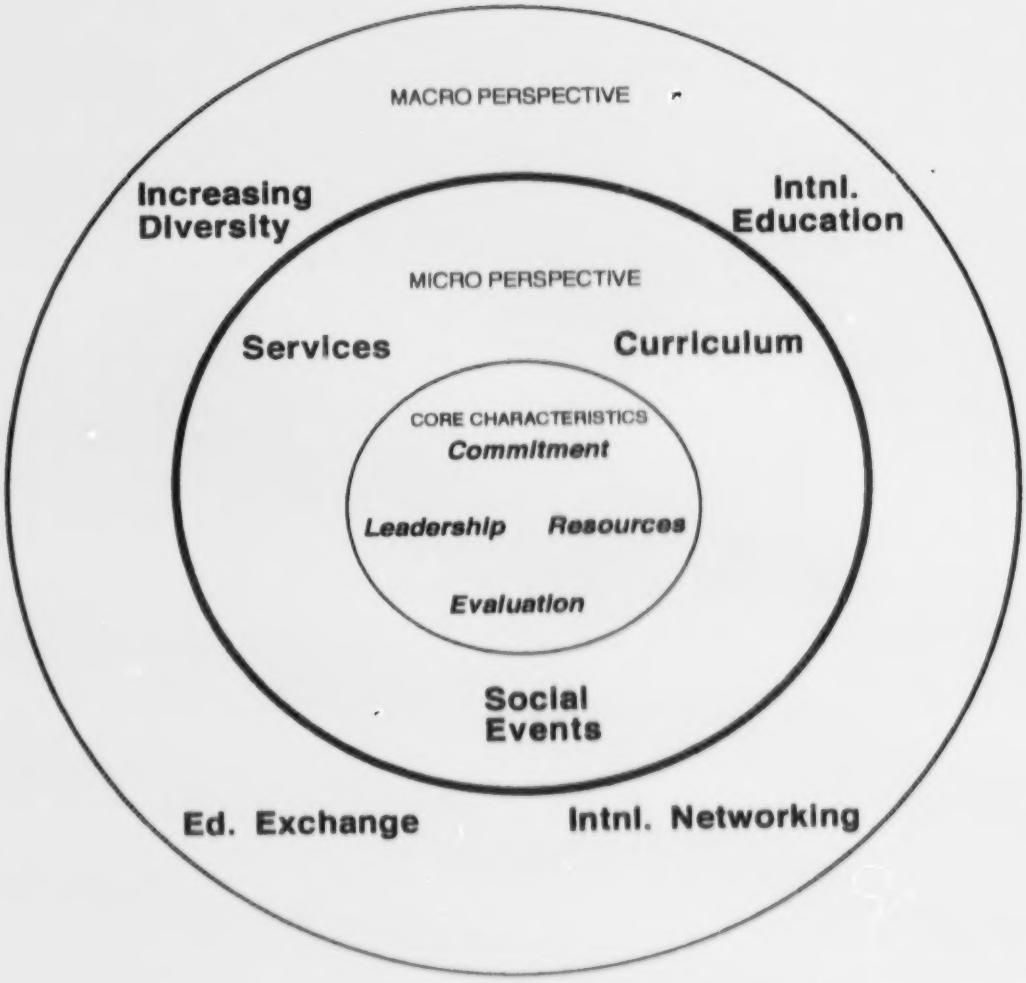

Figure 1. A Framework for Internationalization

Table 1: STRATEGIES FOR INTERNATIONALIZATION

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